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ABSTRACT

Intended for researchers and practitioners, this document defines "trainer" to include teachers in Denmark's basic vocational training system for young people as well as those in the adult vocational training system, teachers in the higher secondary systems leading to the higher commercial and technical examination, and teachers who work in companies. Nearly all the annotated materials included are available only in Danish. However, the annotations are provided in English. The annotations include descriptors drawn from the publisher's multilingual Training Thesaurus. The materials annotated in the first part of the document concern legislation covering the qualification requirements for different types of trainers. The second part consists of publications dealing with the training of trainers in general and then with publications that deal with the training of technical trainers, commercial trainers, and vocational counselors. The third part deals with curriculum in courses for training of trainers and covers all categories of courses and gives the curriculum of each and descriptions of modular combinations of courses. The main reference for the information in the third part is the annual manual from the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges. The document concludes with the addresses of the Directorate for Labour Market Training, the Directorate for Vocational Training, the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges, and the Undervisnigsministeriet. A publication announcement and a statement of publication policy of the document's publisher in English, French, and German are also included. (CML)

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CEDEFOP Document

Training of trainers in Denmark

An annotated bibliography

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CEDEFOP Document

Training of trainers in Denmark
An annotated bibliography

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København K

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CEDEFOP-Introduction

This volume is one of a series of bibliographies/documentary dossiers on the theme of "Training of Trainers" prepared by the members of CEDEFOP's Documentary Information Network. More information on the network is contained in a note at the end of this volume. Dossiers/bibliographies on this theme are available for Belgium, Denmark, Germany, France, Ireland, the Netherlands and the United Kingdom.

The purpose of these dossiers/bibliographies is to provide information to researchers and practitioners on what material is available on the subject and what the points of contact for further information in Member States, are. CEDEFOP does not have the resources to translate the material sent by members of the network and each volume is, therefore, in the language in which it was prepared. It should be noted, however, that the summaries/abstracts are provided in English, French or German, and that also for each publication mentioned there are descriptors, drawn from CEDEFOP's multi-lingual Training Thesaurus (the Thesaurus has already been published in English, French, German and Italian, while a Portugese version has been completed, and Greek and Spanish versions are in preparation). Because of the length of some of the dossiers, they have not all been published in their entirety. In these cases, the omitted sections are listed in the table of contents and are available from CEDEFOP on request.

These bibliographies/dossiers are also seen as a support to CEDEFOP's on-going work on the theme "Training of Trainers". A brief description, together with an order form, of the first set of publications produced by CEDEFOP on the theme can be found at the end of this volume. CEDEFOP also assisted in the organisation of a conference in Athens on the theme in November 1985, and a detailed report on this conference in Greek has been published, while a summary in English is also available.

At the request of the European Commission, in 1986 CEDEFOP produced a working paper on the subject for the members of the Commission's Advisory Committee on Vocational Training. This paper is available in English, French and German. Further unpublished working documents available from CEDEFOP include "A European Training Manager - Background, Concept and Profile" (English and French), 1985, and "Training of Vocational Trainers in Denmark - Developments over the last three years" (Danish and English), 1985.

In continuing its work on the subject of "Training of Trainers", CEDEFOP has now launched a series of studies in connection with the training of trainers in six Member States, and results are expected in mid-1988.

Further information concerning these activities can be obtained from Mme. Fernanda Oliveira Reis, Herr Norbert Wollschläger or Mr. Michael Adams.

Corrado Politi
Deputy Director

Berlin
September 1987

Introduction

Cet ouvrage fait partie d'une série de bibliographies et de dossiers documentaires sur la "Formation des formateurs" préparés par les membres du réseau documentaire du CEDEFOP. De plus amples renseignements sur le réseau figurent dans une note, à la fin de ce volume. Les dossiers et bibliographies sur ce sujet sont disponibles pour la Belgique, le Danemark, la République fédérale d'Allemagne, la France, l'Irlande, les Pays-Bas et le Royaume-Uni.

Leur but est de faire connaître aux chercheurs le matériel disponible et de leur faire savoir où ils peuvent s'adresser dans les Etats membres pour obtenir de plus amples informations sur ce sujet. Le CEDEFOP n'a pas les moyens financiers de faire traduire les documents envoyés par les membres du réseau et chaque ouvrage existe par conséquent dans la langue dans laquelle il a été rédigé. Il faut cependant souligner que les résumés sont disponibles en anglais, français ou allemand et que pour toute publication mentionnée, il existe des descripteurs extraits du thesaurus multilingue de la formation du CEDEFOP (le thesaurus a déjà été publié en anglais, français, allemand, italien et portugais ; les versions grecque et espagnole sont en cours de rédaction). En raison de leur longueur, certains dossiers n'ont pas été publiés dans leur intégralité : les parties omises sont alors répertoriées dans la table des matières et disponibles sur demande au CEDEFOP.

Ces bibliographies et dossiers servent aussi de ts aux travaux actuels du CEDEFOP sur la "Formation des formateurs". Une brève description des premières publications du CEDEFOP parues sur ce sujet se trouve à la fin de cet ouvrage, accompagnée d'un bon de commande. Le CEDEFOP a également participé à l'organisation d'une conférence réunie sur ce thème à Athènes, en novembre 1985; un compte rendu détaillé a été publié en grec et un résumé est disponible en anglais.

A la demande de la Commission européenne, le CEDEFOP a réalisé en 1986 un document de travail sur la "Formation des formateurs" destiné aux membres du Comité consultatif pour la formation professionnelle auprès de la Commission. Ce document existe en anglais, français et allemand. Parmi d'autres documents de travail non publiés et disponibles au CEDEFOP, il est possible de citer "Le responsable européen de la formation - Arrière-plan, concept et profil" (en anglais et en français), 1985 et "Training of vocational trainers in Denmark - Developments over the last three years" (en danois et en anglais), 1985.

Dans le cadre de ses travaux sur la "Formation des formateurs", le CEDEFOP a lancé une série d'études sur ce sujet dans six Etats membres et les résultats sont attendus pour juin 1988.

Il est possible d'obtenir de plus amples informations concernant ces activités auprès de Madame Fernanda Oliveira Reis et de Messieurs Norbert Wollschläger et Michael Adams.

Berlin, septembre 1987

Corrado Politi
Directeur adjoint

EINLEITUNG

Dieser Band gehört zu einer ganzen Reihe von Bibliographien und Dokumentationen zum Thema "Ausbildung der Ausbilder", die von den Partnern des CEDEFOP-Netzwerks der Dokumentationsdienste zusammengestellt worden sind. Zusätzliche Informationen über dieses Netzwerk finden sich in einer Anmerkung am Ende dieses Bandes. Es liegen Dossiers und Bibliographien zum Thema für die Länder Belgien, Dänemark, Deutschland, Frankreich, Irland, die Niederlande und das Vereinigte Königreich vor.

Diese Dokumentationen und Bibliographien sollen Forschung und Praxis darüber unterrichten, was für Material zum Thema vorliegt und wo Kontaktstellen für weitere Informationen in den Mitgliedstaaten zu finden sind. Das CEDEFOP verfügt nicht über die erforderlichen finanziellen Mittel, um das von den Partnern seines Netzwerks eingesandte Material zu übersetzen; deshalb stehen die einzelnen Bände jeweils nur in der Sprache zur Verfügung, in der sie verfaßt worden sind. Es ist jedoch darauf hinzuweisen, daß die Zusammenfassungen und Kurzreferate auch in englischer, französischer oder deutscher Sprache zu haben sind und daß es für jede der genannten Veröffentlichungen Deskriptoren gibt, die dem mehrsprachigen CEDEFOP-"Thesaurus Berufsbildung" entnommen sind (der Thesaurus ist bereits in Englisch, Französisch, Deutsch und Italienisch erschienen, eine portugiesische Fassung ist bereits fertiggestellt, und griechische und spanische Versionen sind in Vorbereitung). Einige Dossiers konnten wegen ihres Umfangs nicht vollständig veröffentlicht werden. Die weggelassenen Teile wurden in diesen Fällen im Inhaltsverzeichnis aufgeführt und sind beim CEDEFOP auf Anfrage erhältlich.

Diese Bibliographien und Dokumentationen sollen außerdem dazu dienen, die weitere Arbeit des CEDEFOP zum Thema "Ausbildung der Ausbilder" zu unterstützen. Eine kurze Beschreibung des ersten Teils der vom CEDEFOP zum Thema herausgegebenen Veröffentlichungen findet sich zusammen mit einem Bestellformular am Ende dieses Bandes. Das CEDEFOP war darüber hinaus an der Ausrichtung einer Konferenz beteiligt, die im November 1985 in Griechenland zu diesem Thema stattgefunden hat; es wurde ein ausführlicher Konferenzbericht in griechischer Sprache veröffentlicht; ferner ist ein zusammenfassender Bericht in englischer Sprache erhältlich.

Auf Ersuchen der EG-Kommission verfaßte das CEDEFOP im Jahre 1986 für die Mitglieder ihres Beratenden Ausschusses für die Berufsausbildung zu diesem Thema ein Arbeitsdokument. Es ist in englischer, französischer und deutscher Sprache erhältlich. Unter anderen, unveröffentlichten Arbeitsdokumenten kann beim CEDEFOP die Broschüre "A European Training Manager - Background, Concept and Profile", 1985 (in englischer und französischer Sprache), und "Training of Vocational Trainers in Denmark - Developments over the last three years", 1985 (in dänischer und englischer Sprache), bezogen werden.

In Fortführung seiner Arbeit an dem Thema "Ausbildung der Ausbilder" hat das CEDEFOP inzwischen eine ganze Reihe von Untersuchungen in sechs Mitgliedstaaten begonnen; Ergebnisse werden für Mitte 1988 erwartet.

Weitere Informationen über diese Arbeit sind bei Frau Fernanda Oliveira Reis, Herrn Norbert Wollschläger oder Herrn Michael Adams erhältlich.

Corrado Politi
Stellvertretender Direktor

Berlin
September 1987

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INTRODUCTION

This bibliography is concerned with the training of trainers in Denmark. The word "trainer" is in this context defined in its broad sense in accordance with the use of this term in previous reports from CEDEFOP. Thus it includes teachers in the basic vocational training system for young people as well as those in the adult vocational training system. It also includes teachers in the higher secondary system leading to higher commercial and technical examination.

In theory, we have also included the training of teachers working in companies. We should, however, draw attention to the fact that in Denmark we have no systematic training of these trainers, although most of the vocational training for young people takes place within the dual system, where they spend the main part of their training as apprentices in companies. This is why this bibliography contains no references to the training of trainers within companies. Obviously some training of trainers is organized within large companies, but firstly, there are only a few large companies in Denmark, and secondly, such activities are not described in documents available outside the company.

Most vocational training and education in Denmark (with the exception of training received during the practical part of the dual system) takes place in technical and commercial colleges. In these colleges training is provided for young people and for adults on different levels, and often the same teachers provide training for both these groups.

This bibliography contains documents which are concerned with the training of trainers and not those describing the vocational training system in which they are working.

The main problem when drawing up a bibliography like this is - from an international point of view - the language barrier. Nearly all the documents exist in Danish only, and therefore in order to give an idea of the content we have added comprehensive abstracts. Oviously we have included the few publications which exist in English on this subject.

The first part of the bibliography deals with legislation convering the qualification requirements for different categories of teachers.

The second part consists firstly of publications dealing with training of trainers in general, and then with publications which examine respectively the training of technical trainers, of commercial trainers and of vocational counsellors.

The third part deals with the curriculum in courses for training of trainers. Here the main reference is the annual manual from the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges, covering all categories of courses and giving the curriculum of each course as well as descriptions of modular combinations of courses.

Because of the language barrier we have not included descriptions of distance learning packages or other teaching materials. Distance learning in Denmark is not as widely developed in Denmark as it is in other European countries.

BIBLIOGRAPHY

1. LEGISLATION

1.1. General Legislation

Cirkulære af 24. november 1970 om Statens erhvervspædagogiske Læreruddannelse

Circular laying down the objectives of the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges.

Kvalifikationskrav til lærere ved efg.
Forsøgsrådet for de erhvervsfaglige grunduddannelser.
København, 1974, 36 p.
(Publikation, nr.7)

When basic vocational training pilot courses were introduced, the statutory body responsible, the Vocational Training Council, published this document on qualification requirements for basic vocational training teachers. This publication has since served as the basis for college recruitment policy and guides the ministry in making appointments.

In general, the teachers must have at least two years' professional experience and knowledge corresponding to

Higher Preparatory Examination. The vocational teachers must have a pedagogical education.

Vocational teachers in specialist subjects must have a broad professional background and at least five years relevant professional experience.

1.2. Teachers at technical colleges

Bekendtgørelse nr. 351 af 28. juni 1982 om den pædagogiske uddannelse af lærere ved tekniske skoler. (Pædagogikum)

Official Notice on the training of teachers for technical colleges.

Bekendtgørelse nr. 74 af 31. januar 1985 om ansættelsesvilkår for tjenestemandslignende ansat personale ved tekniske skoler og skolehjem

Official Notice on appointment conditions for teachers at technical colleges.

Cirkulære nr. 11 af 12. januar 1968 om ansættelse og aflønning af fastansatte og overenskomstansatte lærere og skoleledere ved tekniske skoler m.v.

Circular on appointment and wages of teachers and headmasters at technical colleges.

This circular has , as far as most of the articles are concerned, been replaced by the official notice no.74 of January 31, 1985. The articles, which are still in force, deal with the technical colleges at a higher educational level.

The circular lays down the qualification requirements of the teachers at these colleges.

Cirkulære af 20. december 1983 om indhold og om prøver ved pædagogikum for lærere ved tekniske skoler

Circular on the syllabus for the teaching diploma course (paedagogikum) for teachers at technical colleges.

Regler for teknonomkursus af 2. juni 1986.
Undervisningsministeriet, Direktoratet for erhvervsuddannelserne
København, 1986 11 p.

The guidelines for the specialized technical diploma courses describe the objectives, the curriculum as well as the qualification requirements of the teachers. These qualification requirements depend on the curriculum subjects, they are teaching.

Teachers in the field of production techniques must have attained the standard of a Danish Bachelor of Science degree in engineering and have had several years of professional experience. Teachers of commercial courses must have attained the standard of a Danish Bachelor of Commerce degree and have had several years of professional experience in the relevant field.

Skrivelse af 23. februar 1982 om kvalifikationskrav til lærere, der skal undervise i fællesfag/almene fag ved de erhvervsfaglige grunduddannelser.
Undervisningsministeriet, Direktoratet for erhvervsuddannelserne

The qualification requirements for teachers of general subjects at technical colleges are specified in these guidelines valid from 1982:

1) Teachers must have reached a level of knowledge and teaching competence in the subject concerned corresponding at least to the level required for a main subject at a college of education or a subsidiary subject at university. This provision does not apply to ergonomics, first-aid, organizational studies, working relations, and certain optional subjects.

2) Teachers must have obtained a minimum of two years' relevant professional experience before being appointed.

3) Teachers without any previous training must take a vocational teaching diploma before they can be appointed to a permanent post.

1.3. Teachers at commercial colleges

Bekendtgørelse nr. 428 af 12. juli 1973 om handelsfaglærereksamen.

Official Notice on the qualifying examination for commercial teachers. The commercial teachers' examination is held by the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges, and the regulations are laid down in this offical notice.

To be admitted to the examination, candidates must have at least two years' professional experience and secondary education to higher preparatory level.

Graduates who can show that they have attained a standard comparable to that required for the commercial teachers' examination may be granted exemption from one or more parts of the examination.

Cirkulære nr. 240 af 1. december 1966 om ansættelse og aflønning af fastansat og overenskomstansat personale ved handelsskoler.
Undervisningsministeriet

Circular on appointment and wages of teachers at commercial colleges. Among other things the circular lays down the qualification requirements of the teachers at these colleges.

Cirkulære af 2. juli 1982 om fagenes indhold og omfang samt om prøverne ved handelsfaglærereksamen.
Undervisningsministeriet

Circular on the syllabus for the qualifying examination for commercial teachers.

Skrivelse af 11. april 1979 om kvalifikationskrav til nye lærere, der skal undervise på kursus til handelsmedhjælpereksamen, kursus til højere handelseksamen, edb-assistentuddannelsen samt kurser under de erhvervsfaglige grunduddannelsers handels- og kontorområde.
Undervisningsministeriet, Direktoratet for erhvervsuddannelserne

Official guidelines on the qualification requirements of new teachers at courses leading up to commercial assistants' examination, higher commercial examination, edp-assistants' examination and basic vocational training in the field of commerce, clerical trades and public administration. The qualification requirements depend on the level at which the teachers are working.

1.4. Vocational counsellors

Skrivelse af 30. oktober 1980 om uddannelse af studievejledere ved erhvervsskolerne.
Undervisningsministeriet, Direktoratet for erhvervsuddannelserne

The guidelines on the training of vocational counsellors specify that the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges is in charge of the training of vocational counsellors.

The theoretical part of the training has a duration of 400 hours , spread over two years, and covers the following subjects: the organization and delimitation of vocational counselling, - individual guidance, - collective guidance, - knowledge of the educational and labour market system, - social and medical subjects.

The theoretical part of the training alternates with counselling practice.

Skrivelse af 1. april 1981 om studievejlederens opgaver.
Undervisningsministeriet, Direktoratet for erhvervsuddannelserne

Guidelines on the tasks of the vocational counsellors.

2. PUBLICATIONS

2.1. General publications

Koefoed, Else
Computer Science in the Vocational Teacher Education.
Denmark. Report for UNESCO
Statens erhvervspædagogiske Læreruddannelse (The Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges
Copenhagen, 1984, 55 p. + annexes

This report has been prepared at the request of UNESCO, who has requested a similar report to be prepared in England. In order to facilitate comparison of the content of the two reports, UNESCO's guidelines regarding subject matter and presentation of the report have been followed as closely as possible.

The main emphasis has been placed on the training of teachers of young people within the vocational education system, i.e. technical and commercial education at a lower level than university. The qualification requirements of these vocational teachers depend to a great extent on the requirements made by trade and industry on those leaving the education system, and are thus a reflection of developments taking place within industry.

What the students have to learn during their vocational training also depends on which qualifications they may have acquired during their schooling. As a result the report deals broadly with computer science and its place in the Danish school system, in vocational training and in industry.

Koefoed, Else
Training of Vocational Trainers in Denmark.
Developments over the last three years
SEL (Danish State Institution for Teacher Training)
(Copenhagen), 1985, 21 p.

In 1982, the author drew up a report for CEDEFOP on vocational training staff in Denmark. In the course of the three years which haveelapsed since then a great deal has changed. The present report covers the main developments from 1982-1985 and outlines certain trends for the years ahead.

The report may be read independently or as an updating supplement to the more extensive report of 1983, mentioned below.

Koefoed, Else
Vocational training staff in Denmark
SEL (State Institution for Teacher Training); CEDEFOP
(European Centre for the Development of Vocational Training)
Luxembourg, 1983, 73 p.

The report deals with the situation of vocational training staff teaching those courses which:
- are initial courses,
- have a direct occupational objective,
- do not require academic qualifications for admission.

The report, therefore, principally covers teachers involved in basic vocational training. In addition, other types of teachers are referred to briefly. This applies to certain categories of teachers for courses linked to the requirements for the labour market and teachers for agricultural training. On the other hand, teachers for short further training courses and technological and business studies are

not included within the scope of the report, since these are either based on previous vocational training or secondary and higher education.

The subject is examined under three headings:
- Where is vocational training carried out - and by whom?
- Teacher training.
- Developments in the situation of vocational training staff.

Koefoed, Else; Holst, Karin Søjberg
Erhvervslæreruddannelse i Norden. Foreløbig udgave
Statens erhvervspædagogiske Læreruddannelse
København, 1986 64 p.

The objective of the report is to give a survey of vocational teacher training in Denmark, Sweden, Finland, Norway and Iceland, using the vocational training system as a starting point.

For each country a description is given of the vocational training system, of initial and continuing vocational teacher training and finally developments trends.

The target groups of the report are participants at Scandinavian conferences for vocational teachers and other groups needing an introduction to Scandinavian vocational teacher training.

Osnes, Jostein
Lærerutdanningen i Norden 1985.
Opettajakoulutus pohjoismaissa 1985.
Teacher Training in the Nordic Countries 1985
Nordisk Ministerråd, Sekretariatet for nordisk kulturelt samarbeid
København, 1985, 181 p.

This report is an update of the report NU B 1977:37 "Teacher Training in the Nordic Countries" and is part of the project "Nordic Co-operation within the Field of Education".

The report surveys teacher training as it is organised in the Nordic countries today and provides a review of national studies aimed at the future development of the teacher training sector.

The emphasis of the report has been placed on the basic training of pre-school and primary school teachers and teachers in the various areas of upper secondary-education. In this context upper-secondary education refers to the educational opportunities available to young people between the ages of 16-19, i.e. general and vocational upper-secondary education in Denmark, Finnish upper-secondary schools and integrated upper-secondary schools in Sweden and Norway.

Each country's approach is presented in the same basic form. First, a description is given of the position of teacher training within the overall system of education in the country in question. This is followed by a description of training for pre-school, primary and lower-secondary schools, upper-secondary and vocational school teachers. Specialist-teacher training is dealt with in a separate section. In addition, mention is made of other forms of teacher training which do not fall into any of the above categories.

Redegørelse for SEL's aktiviteter
Statens erhvervspædagogiske Læreruddannelse
København, 1981, dif. pag. + annexes
(Skrifter fra SEL 1981. Nr.4)

The publication gives a survey of the activities of the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges, describing the legal basis, the different kind of courses run by the institution , the organization of SEL as well as the historical development of vocational teacher training.

2.2. Teachers at technical colleges

Profil.
Læreruddannelser under nye synsvinkler. Debatoplæg
Forstandersammenslutningen
Frederikshavn, 1985, 32 p.

The discussion paper, elaborated by the Association of Headmasters at Technical Colleges, points out that the technological development, the decreasing number of students, the need for continuing education, and the need for a strengthening of technical education and contributing factors to the necessity of regarding teacher training from new angles.

The discussion paper questions the value of the current model of teacher training, since it has often had the effect of imposing a formalistic teacher role on the teacher.

The discussion paper finds that the modernization of vocational training is suited to meet the challenges of the future, if:

- the qualification level of the trainer is assured,
- the situation of the students is included in the discussion on teacher qualifications,
- educational activities, such as continuing education or management training provide the headmaster with real possibilities of securing the activities of the schools in accordance with the expectations of the surrounding society.

In order to strenghten the interaction between subjects/education and professional/interdisciplinary cooperation the headmasters propose the following: to ensure a basis of broad and flexible possibilities for each teacher it is desirable that the teacher is capable of:

- teaching at least two subjects and/or disciplines,
- teaching more than one level (initial training, further technical education etc.).

Projekt: Fremplan.
Fremtidsplanlægning på Esbjerg tekniske Skole og Aarhus tekniske Skole i samarbejde med Statens erhvervspædagogiske Læreruddannelse.
Delrapport 1: Projektets formål og organisation
Esbjerg tekniske Skole; Aarhus tekniske Skole; Statens erhvervspædagogiske Læreruddannelse
Aarhus, 1985, 6 p.

The paper describes the objectives and organization of a project on how to plan and organize continuing education of vocational teachers. By October 1986, 4 reports had been published, dealing with subjects such as: An analysis of the existing planning of continuing education of vocattional teachers, A theoretical presentation of the problems concerning the continuing education of vocational teachers, and Propositions from the technical schools involved in in the project on the future organization of continuing education of vocational teachers.

Ralking, Hans Chr.
Pædagogisk konsulentarbejde og skolebaseret læreruddannelse.
Nogle erfaringer fra Aarhus tekniske Skole, Levnedsmiddelafdelingen i Skødstrup, som led i projekt "Netværk" 1981-82
Statens erhvervspædagogiske Læreruddannelse
København, 1984 47 p.
(Skrifter fra SEL 1984 nr.2)

The author of the publication was for one year attached to a technical school as an educational adviser and teacher. The compulsory teaching diploma course for new teachers at technical colleges normally takes place at the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges.

In this case it was decided to integrate two out of the four theoretical modules of the teaching diploma course in the daily work of the teachers at the technical college.

The objective of this project was:
- to develop and support the teachers in their daily work,
- to create a forum for discussion on the connection between working life, school and education,
- to ensure that the participants obtain the teaching diploma within the stipulated time.

2.3. Teachers at commercial colleges

Handelsskolen. Debatskrift
GL(Gymnasieskolernes Lærerforening)
(København, 1985), 22 p.

The discussion paper, published by the National Union of Upper Secondary School Teachers, deals with two themes:
- The relations of the upper secondary school teachers to the educational policy of the commercial schools.
- The possibility of the National Union to defend the interests of the members.

Regarding educational policy, the contributors to the discussion paper agree on the need for a strenghtening of the general elements in commercial training.

2.4. Vocational counsellors

Ralking, Hans Chr.
Studievejledere i erhvervsskolerne
Statens erhvervspædagogiske Læreruddannelse
København, 1984, 147 p. + annexes
(Vejleder 1980, Rapport nr.3, 1984)

The study "Counsellor 80" was carried out by Paul Jørgensen, The Royal Danish School of Educational Studies, and Hans Chr. Ralking, The Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges. The project was initiated in 1980.

Regarding special characteristics of the system of guidance the study points out that compared with investigations from Sweden and England, it is characteristic, that Danish counsellors primarily function as teachers and work most hours as such. This has considerable advantages because functioning as teachers the counsellors have a thorough knowledge of the school as an organization. It is obvious that this system of guidance also invites some role conflicts and provlems of the kind. The study attempts to focus on some of these problems in particular.

The study shows that individual guidance of the students occupies on an average about 1/3 of the counsellors' time. Administrative tasks occupy about 21% of their time. One of the most important functions of a counsellor concerns the external relations of the college, i.e. reaching-out work with trainees, visits to other schools etc. In all, 17% of a counsellors' time is devoted to this kind of work.

The study concludes, that the system of guidance at vocational schools has been working for little over 10 years and so can hardly be expected to have found its final form. Some duties have been dropped, other taken on. Part of the duties have been consciously placed in order of priority, a large part have gradually, and therefore to a certain degree unconsciously, become important.

3. CURRICULUM

SEL. Kursushåndbog 1987
Statens erhvervspædagogiske Læreruddannelse
København, 1986, 257 p.

The manual,describing the courses of SEL,is published annually.

The headings of the chapters are:- General information, - Teaching diploma course for teachers at technical colleges, - The qualifying examination for commercial teachers, - Pedagogical-psychological continuing education, - General subjects at technical colleges, - Construction industry, - Graphic inudstries, - Iron and metal industries, - Agriculture, horticulture and forestry, - Food industries,- Service trades, - Transports, - Advanced technical education, - Commerce, clerical trades and public administration. Finally the publication comprises the relevant offical notices and circulars on vocational teacher training.

Studiehåndbog. Matnatdat fjernuddannelsen 1986-87
SEL (Statens erhvervspædagogiske Læreruddannelse)
København, 1986, 38 p.

Manual on the distance education courses, run by the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges,in mathematics, natural science and computer science 1986-87.

The curriculum for basic vocational training for the iron and metal industries has been under revision. This revision also means changes in the training of the vocational teachers, especially those teaching mathematics, natural science and computer science.

In order to maintain the professional qualifications of the above-mentioned teachers, SEL started up a distance education course in those subjects in 1983. By December 1985, 395 teachers had participated in the course .

As mentioned above, it is organized as a distance education course, which means that the education takes place either in the teachers' own home or at the technical school, where he is working.The participants in the course form study-circles at the schools, where they are working. By the aid of a computer they can be in contact with the teachers of the course and also with the other study-circles.

Studieplan for pædagogikum for lærere ved tekniske skoler
Statens erhvervspædagogiske Læreruddannelse
København, 1984, 43 p. + xi

A circular of January 12, 1986 stipulates that teachers appointed to permanent posts at technical colleges shall undergo a teacher training course approved by the Ministry of Education. An official notice defining the precise conditions for such courses was approved in 1982.

The vocational teaching diploma course is in two parts, theory of education and introductory teaching practice at a vocational school or college.

The teaching diploma course comprises:

1) Four modules of three weeks' full-time instruction. These modules are spread over one year. In the intervening periods the below-mentioned supervised teaching practice and the teacher's own independent teaching takes place.
2) 80 hours of supervised teaching practice.
3) Examination in educational theory.
4) Examination in teaching practice.

Course content for the teaching diploma course is not divided up by subject, but is dealt with in terms of a number of themes. The curriculum comprises the following topics:

- Teaching situation
- Objectives, content and structure of a lesson
- Educational psychology
- Course planning
- Assessment
- Educational and psychological theory
- Social and educational background of the students
- Special education
- Objectives and content of the vocational training system
- Social development, educational policy and reforms
- Educational experiments and innovations.

ADRESSES

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(Directorate for Vocational Training)

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DK-1316 København K

(The Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges)

Undervisningsministeriet
Frederiksholms Kanal 21
DK-1220 København K

New Publication

CEDEFOP

"TRAINING OF TRAINERS"

The new publications listed overleaf, consisting of a synthesis report and eight Member State monographs, represent the end of the first stage of CEDEFOP's work on this theme.

The importance of pre-service and in-service training of trainers has been emphasized in many of CEDEFOP's reports, and in July, 1981, the Management Board decided to launch a study on the vocational situation and the improvement of the qualifications and skills of teachers and trainers. The national reports were written in 1982 and the synthesis in late 1982 and early 1983.

In approaching the topic, it was found that it was impossible to consider the training of trainers without consideration of a series of other factors relating to their conditions of employment, such as where and for whom they worked, their career patterns, possibilities for mobility, age etc. The making available of training, particularly in-service training, and the take up of such opportunities is heavily influenced by such factors.

Three broad groups of trainers were identified, i.e. those who train within companies, those who train within training organizations, and those who provide (mainly theoretical) vocational education, usually in institutions of the education system. The national reports look at the existing situation in relation to career patterns, mobility in and between these groups, as well as the provision of in-service and pre-service training.

It was decided at an early stage to concentrate on the training of trainers of young people. This was necessary partly because of the very diffuse nature of vocational training systems for adults, and therefore of the structures for employing, and providing training for, the trainers of adults. Basically, therefore, the trainers covered in these reports are those who spend most of their time training young people in the 15-25 age group.

The synthesis report concludes that in order that vocational training systems respond to the challenges which face them

— the technological skills of trainers (i.e. their mastery of the subject matter) have to be developed, updated and possibly redirected.
— new teaching methods have to be adopted which promote the independence, mobility and adaptability of young people in a changing and uncertain employment situation, and which provide training in transferable key skills.
— in order to ease the preparation of young people for employment, trainers, themselves, need to be better acquainted with conditions of work, and with production, organization and management methods used in firms.
— trainers will have to develop their psychological and social awareness in relation to young people in difficulty and become more aware of the development of social behaviour which alters the shape of training provision for young people.

On this basis, the following priorities emerge:
— for teachers of theoretical technical subjects: extensive in-company experience;
— for teachers or instructors of practical subjects, a higher level of technological training;
— for in-firm trainers, more widespread pedagogical training.

For initial training the objective should, therefore, be to diversify training modes or channels, whether formal or informal. This implies systems for equating und awarding credits for studies and professional experience in firms, and educational or social institutions.

The analysis, demographic and statutory, of trainers does, however, confirm the view that priority must be given to the continuing training of practising trainers. This may eventually lead to the transfer of budgetary appropriations from initial to continuing training.

The studies are published in hardback form.

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The European Centre for the Development of Vocational Training (CEDEFOP) was established in 1975 by Decision of the Council of the European Communities. CEDEFOP enjoys full autonomy but cooperates closely with the services of the EC Commission.

Tasks
Assisting the EC Commission in the promotion and development of vocational training and continuing education at Community level;
Compiling documentation on recent developments and research activities in relevant fields;
Contributing to the further development and co-ordination of research in these fields;
Fostering and disseminating information and experience;
Compiling information and documentation.

Organization
The Management Board, comprising government, employer and trade union representatives from each of the Member States, together with three representatives of the EC Commission, establishes the Work Programme. A Director and two Deputy Directors bear the legal responsibility for the Centre and are in charge of the day-to-day business. The Centre has a staff of 41 drawn from all Member States. The Centre is financed by the Commission of the European Communities.

Project Themes
Comparison of vocational training systems
Youth unemployment
Equal opportunities
Migrant workers
Training of trainers
Technological development

Activities
Organization of meetings, seminar and conferences.
Assignment of research studies and coordination of pilot projects.
Publication of research reports, studies, documentation and bibliographies.
Publication of two periodicals (Vocational Training Bulletin, CEDEFOP news).

☐ VOCATIONAL TRAINING PERSONNEL IN BELGIUM: SITUATION, TRAINING AND PROSPECTS
Ernst Carlier
Languages: EN, FR
☐ EN ISBN 92-825-3797-8 1983, 102 pp.
☐ FR ISBN 92-825-3798-6 1983, 65 pp.
Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ VOCATIONAL TRAINING STAFF IN DENMARK
Else Koefoed
Languages: EN, FR
☐ EN ISBN 92-825-3804-4 1983, 73 pp.
☐ FR ISBN 92-825-3805-2 1983, 102 pp.
Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ TRAINERS AND TEACHERS IN VOCATIONAL TRAINING IN THE FEDERAL REPUBLIC OF GERMANY
Beate Krais, Marlies Krebstakies
Languages: EN, FR, DE
☐ EN ISBN 92-825-3814-1 1983, 88 pp.
☐ FR ISBN 92-825-3815-X 1983, 108 pp.
☐ DE ISBN 92-825-3813-3 1983, 94 pp.
Price: ECU 4, BFR 185, DM 9,50, FF 28, UKL 2.40, IRL 3, USD 4

☐ TEACHING PERSONNEL IN INITIAL VOCATIONAL TRAINING IN FRANCE (CONDITIONS OF SERVICE, QUALIFICATIONS, TRAINING TRACKS)
A. Coqblin, A. Quincy
Languages: EN, FR,
☐ EN ISBN 92-825-3802-8 1983, 114 pp.
☐ FR ISBN, 92-825-3803-6 1983, 83 pp.
Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ THE VOCATIONAL TRAINERS OF YOUNG PEOPLE IN IRELAND
Sue Leigh Doyle, Brenda McGennis
Languages: EN, FR
☐ EN ISBN 92-825-3809-5 1983, 79 pp.
☐ FR ISBN 92-825-3810-9 1983, 88 pp.
Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, USD 4

☐ VOCATIONAL TRAINING STAFF IN ITALY: CURRENT SITUATION AND FUTURE TRENDS
Nadio Delai, Arnaldo Ferrari
Languages: EN, FR, IT
☐ EN ISBN 92-825-3799-4 1983, 76 pp.
☐ FR ISBN 92-825-3800-1 1983, 88 pp.
☐ IT ISBN 92-825-3801-X 1983, 73 pp.
Price: ECU 4, BFR 185, FF 28, UKL 2.40, IRL 3, LIT 5.500, USD 4

☐ TEACHING STAFF IN DUTCH VOCATIONAL EDUCATION
Dr. Hans M. C. Schellekens
Languages: EN, FR, NL
☐ EN ISBN 92-825-3806-0 1983, 76 pp.
☐ FR ISBN 92-825-3807-9 1983, 80 pp.
☐ NL ISBN 92-825-3808-7 1983, 76 pp.
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☐ THE VOCATIONAL TRAINER OF YOUNG PEOPLE IN THE UNITED KINGDOM
Michael J. Kelly
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☐ EN ISBN 92-825-3811-7 1983, 76 pp.
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☐ PROFESSIONAL SITUATION AND TRAINING OF TRAINERS IN THE MEMBER STATES OF THE EUROPEAN COMMUNITIES — SYNTHESIS REPORT —
Benoit Thery
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☐ EN ISBN 92-825-3843-5 1984, 177 pp.
☐ FR ISBN 92-825-3844-3 1984, 169 pp.
☐ DE ISBN 92-825-3842-7 1984, 174 pp.
Price: ECU 4, BFR 185, DM 9,50, FF 28, UKL 2.40, IRL 3, USD 4

EN

CEDEFOP's Information and Publications Policies

The European Centre for the Development of Vocational Training (CEDEFOP) was established by Regulation of the Council of the European Communities in February, 1975, as a result of the Social Action Programme launched by the Communities in 1974.

It is governed by a Management Board composed of three representatives of the Commission of the European Communities and three representatives from each of the twelve Member States of the European Community, of whom one is a representative of the trade unions, another of employers' organizations and a third of governments.

CEDEFOP's objective is to assist the development of vocational training policy in the Communities, by supplying technical and scientific advice and information to both the Community Institutions, particularly the Commission, and authorities and organizations in the Member States. Its instruments are the organization of seminars and conferences, the collection and dissemination of information, and the publication of specific reports and periodicals. CEDEFOP publishes three periodicals. "CEDEFOP news" is published four times each year in English, French, German, Italian and Dutch. It is available free of charge on request and contains brief information items concerning activities in the field of vocational training at Community level and in the Member States. It also provides information on CEDEFOP's own activities.

CEDEFOP's Bulletin on "Vocational Training" is published three times a year in all of the Community languages. Usually it deals in depth with a particular theme. It is available on subscription.

"CEDEFOP flash" presents brief reports on the results of CEDEFOP's most recent activities. It is issued about ten times a year in three languages (English, French, German) and is available on request from CEDEFOP.

CEDEFOP also publishes and distributes through the Office for Official Publications of the European Communities and its sales offices in its Member States the results of the studies and conferences it organizes. A full list of these publications, information concerning subscriptions to "Vocational Training", copies of CEDEFOP news, the Annual Report and a brochure concerning CEDEFOP can all be obtained on request by writing to:

European Centre for the Development of Vocational Training (CEDEFOP)
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In addition to providing information on specific vocational training issues or on the systems of vocational training through its own publications, CEDEFOP through its library and documentation services provides additional information concerning vocational training activities at Community level and in the Member States. About 250 periodicals in the field of vocational training can be consulted in its library as can about 8,000 books, as well as files relating to vocational training institutions and specific vocational training themes. The key instrument for tracing material is the bank of indexed and catalogued references to the most significant books and articles on vocational training published by the Member States and national organizations. This consists of some 25,000 references to works, only some of which are actually held by CEDEFOP. Computerization of the catalogues is in process with a view to eventually providing an on-line service with the assistance of a data-bank host organization to those interested.

This work has been made possible by the preparation and publication of CEDEFOP's Thesaurus on "Vocational Training". It has been published by CEDEFOP in four languages (English, French, German and Italian), while a Portugese version is also available and Spanish and Greek versions are being prepared. In the preparation of the Thesaurus, and in many other aspects of its documentation work, CEDEFOP cooperates closely with both the central and national units of EURYDICE, the European Community's education information network.

To help it carry out these tasks, CEDEFOP has established a documentary information network consisting of one institution in each Member State. These institutions provide indexations and abstracts of the most important publications and journal articles in the field of vocational training in their country, make contributions to bibliographies and documentary dossiers on particular subjects and provide answers to questions raised by policy makers, researchers and practitioners, channelled through CEDEFOP or other members of the network. At present, the following institutions are members of the network:

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The Commission's unit of EURYDICE, the International Labour Office's Training Branch and Library and the International Centre for Advanced Technical and Vocational Training in Turin work closely with the network and are invited to its meetings.

This volume is the result of the work of the documentation network. Further information on it can be obtained from the addresses above or from CEDEFOP, where Ms. Martina Ni Cheallaigh, Ms. Letizia Weiss, Ms. Gabriella Triches and Mr. Michael Adams are responsible for this work, under the direction of Dr. Corrado Politi, Deputy Director.

FR

La Politique du CEDEFOP en matière d'information et de publications

La Centre europeen pour le développement de la formation professionnelle (CEDEFOP) institué en février 1975 en vertu d'un Règlement du Conseil des Communautés européennes, constitue une émanation du Programme d'action sociale lancé par les Communautés en 1974.

Il est dirigé par un Conseil d'administration composé de trois représentants de la Commission des Communautés européennes et de trois représentants pour chacun des douze Etats membres des Communautés européennes, l'un représentant les syndicats, le second les organisations d'employeurs et le troisième le gouvernement.

Le CEDEFOP a pour objectif d'apporter son concours au développement de la politique de formation professionnelle dans la Communauté en fournissant des conseils et des informations techniques et scientifiques aux institutions communautaires, notamment à la Commission, et aux instances et organismes des Etats membres. L'organisation de séminaires et de conférences, la collecte et la diffusion d'informations et la publication de rapports et de publications périodiques spécifiques constituent ses moyens d'action.

Le CEDEFOP publie trois périodiques. "CEDEFOP news" paraît quatre fois par an en allemand, anglais, français, italien et néerlandais. Il peut être obtenu gratuitement sur demande, il contient de brefs articles d'information sur les activités dans le domaine de la formation professionnelle au niveau de la Communauté et des Etats membres. Il renseigne également sur les activités du CEDEFOP.

Le bulletin du CEDEFOP "Formation professionnelle" est publié trois fois par an dans toutes les langues de la Communauté. Généralement, il traite à fond d'un thème spécifique. La diffusion se fait par abonnement.

"CEDEFOP flash", qui paraît environ 10 fois par an en trois langues (allemand, anglais et français), présente de brefs rapports sur les activités les plus récentes du CEDEFOP. Il peut être obtenu sur demande auprès du CEDEFOP.

Le CEDEFOP diffuse également les résultats des études qu'il réalise sur les thèmes précités, par l'intermédiaire de l'Office des publications officielles des Communautés européennes et de ses points de vente dans les Etats membres. On peut obtenir une liste complète de ces publications, des informations concernant l'abonnement à "Formation professionnelle", des numéros de CEDEFOP news, le Rapport annuel et une brochure sur le CEDEFOP en les demandant par écrit au:

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Outre les informations sur des thèmes spécifiques de la formation professionnelle ou sur les systèmes de formation professionnelle qu'il fournit par ses propres publications, le CEDEFOP essaie, grâce à ses services de bibliothèque et de documentation, d'apporter des informations complémentaires sur les activités de formation professionnelle au niveau de la Communauté et des Etats membres. On peut consulter dans sa bibliothèque près de 250 périodiques sur la formation professionnelle, environ 8000 livres, ainsi que des dossiers relatifs à des thèmes spécifiques et aux organismes de formation professionnelle. L'instrument-clé ouvrant l'accès à cette documentation est une banque de références indexées et cataloguées, se rapportant aux livres et articles les plus significatifs publiés en la matière par les Etats membres et les organismes nationaux. Cette banque comprend quelque 25000 références à des ouvrages dont certains seulement se trouvent effectivement au CEDEFOP. L'informatisation, en cours, des catalogues doit permettre à long terme d'offrir aux intéressés un service en ligne avec l'assistance d'un serveur. Ce travail a été possible grâce à la préparation et à la publication du thesaurus du CEDEFOP sur la formation professionnelle, en quatre langues (allemand, anglais, français et italien). Une version portugaise est également disponible, et des versions grecque et espagnole sont en chantier. Tant dans la préparation du thesaurus que sur de nombreux autres aspects de son travail de documentation, le CEDEFOP coopère étroitement avec les unités nationales et l'unité centrale d'EURYDICE, le réseau d'information sur l'éducation de la Communauté européenne.

Pour l'aider dans l'exécution de ces tâches, le CEDEFOP a mis en place un réseau de coopération documentaire qui compte un organisme par Etat membre. Ces organismes fournissent des indexations, des abrégés, des publications et des articles de journaux les plus importants sur la formation professionnelle dans le pays concerné; ils apportent des contributions aux bibliographies et aux dossiers documentaires sur des thèmes spécifiques et répondent aux questions posées par des chercheurs, des praticiens et des responsables de la formation professionnelle, et reçues par le CEDEFOP ou par d'autres membres du réseau.

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L'unité EURYDICE de la Commission, la section formation et la bibliothèque du BIT ainsi que le Centre international de Perfectionnement Professionnel et Technique de Turin coopèrent étroitement avec le réseau et sont invités à ses réunions.

Le présent volume constitue le résultat des travaux du réseau de coopération documentaire. Des renseignements complémentaires peuvent être obtenus aux adresses citées ci-dessus ou auprès du CEDEFOP où Mme Martina Ni Cheallaigh, Mme Letizia Weiss, Mme Gabriella Triches et M. Michael Adams sont responsables de ces travaux sous la conduite de M. Corrado Politi, Directeur adjoint.

DE

CEDEFOPs Informations- und Veröffentlichungspolitik

Das Europäische Zentrum für die Förderung der Berufsbildung (CEDEFOP) wurde im Februar 1975 durch Verordnung des Rates der Europäischen Gemeinschaft im Rahmen des 1974 vorgelegten Sozialpolitischen Aktionsprogramms der EG errichtet.

Das Zentrum wird von einem Verwaltungsrat verwaltet, gebildet aus drei Vertretern der EG-Kommission und drei Vertretern jedes der zwölf Mitgliedsstaaten der Europäischen Gemeinschaft, von denen jeweils einer die Arbeitnehmerorganisationen, die Arbeitgeberverbände und die Regierungsseite vertritt.

CEDEFOP hat die Aufgabe, durch wissenschaftliche und technische Beratung und Information sowohl der Gemeinschaftsinstitutionen, insbesondere der Kommission, als auch der Behörden und Organisationen in den Mitgliedstaaten die Berufsbildungspolitik auf Gemeinschaftsebene zu fördern und weiterzuentwickeln. Zu diesem Zweck führt das Zentrum Konferenzen und Seminare durch, sammelt und verbreitet zweckdienliche Informationen und veröffentlicht Einzelberichte und Periodika.

CEDEFOP gibt drei Periodika heraus. Das Nachrichtenblatt "CEDEFOP news" erscheint zur Zeit viermal jährlich in Deutsch, Englisch, Französisch, Italienisch und Niederländisch und ist auf Anfrage kostenlos erhältlich. Es enthält Kurzinformationen über Arbeiten und Initiativen im Bereich der Berufsbildung auf Gemeinschaftsebene und in den Mitgliedstaaten sowie Informationen über die Tätigkeit des Zentrums selbst.

CEDEFOPs Zeitschrift "Berufsbildung" erscheint gegenwärtig dreimal jährlich in allen Gemeinschaftssprachen. Jedes Heft ist im allgemeinen einem bestimmten Thema gewidmet. Die Zeitschrift kann im Abonnement bezogen werden.

Außerdem gibt CEDEFOP eine Schnellinformation über die jüngsten Ergebnisse seiner Arbeit heraus, "CEDEFOP flash", die etwa 10mal jährlich auf deutsch, englisch und französisch erscheint und auf Anforderung erhältlich ist.

Über das Amt für amtliche Veröffentlichungen der Europäischen Gemeinschaften und dessen Vertriebsstellen in den Mitgliedstaaten veröffentlicht das Zentrum ferner die Ergebnisse der Untersuchungen und Veranstaltungen. Eine vollständige Liste dieser Veröffentlichungen, Informationen über die Abonnierung der Zeitschrift "Berufsbildung", Exemplare von "CEDEFOP news" sowie der Jahresberichte und eine Broschüre über das Zentrum sind auf schriftliche Anfrage erhältlich bei:

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Neben der Bereitstellung von Informationen über bestimmte Themen der Berufsbildung oder über die Berufsbildungssysteme in Form eigener Veröffentlichungen bemüht sich das Zentrum, durch seine Bibliotheks- und Dokumentationsdienste zusätzliche Informationen über die Aktivitäten im Bereich der Berufsbildung auf Gemeinschaftsebene und in den Mitgliedstaaten zu liefern. In seiner Bibliothek können etwa 250 Fachzeitschriften über Berufsbildung, rund 8000 Bände Fachliteratur sowie Dokumentationen über Berufsbildungsinstitutionen und besondere -themen eingesehen werden. Eine wesentliche Zugangshilfe zu Informationen bildet die Bank der katalogisierten bibliographischen Referenzen der wichtigsten von den Mitgliedstaaten und internationalen Organisationen veröffentlichten Bücher und Artikel über Berufsbildung. Sie enthält rund 25 000 Nachweise von Werken, die nur zum kleineren Teil am CEDEFOP verfügbar sind. Gegenwärtig werden die Kataloge auf EDV umgestellt, um schließlich eine on-line-Abfrage über eine Datenbank-Host-Organisation für Interessenten zu ermöglichen. Dafür wurde der CEDEFOP-"Thesaurus Berufsbildung" geschaffen und veröffentlicht, und zwar in zunächst vier Sprachen (Englisch, Französisch, Deutsch und Italienisch); daneben steht eine portugiesische Fassung zur Verfügung; eine spanische und griechische Fassung ist in Vorbereitung.

In Zusammenhang mit dem Thesaurus und vielen anderen Aufgaben im Dokumentationsbereich arbeitet CEDEFOP eng zusammen mit der zentralen Einheit und den nationalen Einheiten von EURYDICE, dem Bildungsinformationsnetz in der Europäischen Gemeinschaft.
Um darin unterstutzt zu werden, hat das CEDEFOP ein Netzwerk von Dokumentationsdiensten aufgebaut, das je eine Partnerinstitution in den Mitgliedstaaten umfaßt. Diese Institutionen liefern bibliographische Referenzen und Abstrakte der wichtigsten Veröffentlichungen und Zeitschriftenartikel auf dem Gebiet der Berufsbildung in ihrem Land sowie Bibliographien und dokumentarische Dossiers über bestimmte Themen und beantworten Anfragen aus Politik, Wissenschaft und Praxis, die an das CEDEFOP oder an einzelne Mitglieder des Netzwerks gerichtet werden.
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CEDEFOP — European Centre for the Development of Vocational Training

Training of trainers in Denmark

Karin Søjberg Holst
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